

CSU FULLERTON

MASTER OF SCIENCE IN GERONTOLOGY

*[HTTP://HSS.FULLERTON.EDU/GERONTOLOGY/](http://hss.fullerton.edu/gerontology/)*

GRADUATE HANDBOOK

2018-2019

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## OFFICES

### GERONTOLOGY PROGRAM OFFICE

*Location: H-424*

*Phone: (657) 278-7057*

#### Program Coordinator

Dr. Laura Zettel-Watson

Phone: (657) 278-3898

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[lzettel-watson@fullerton.edu](mailto:lzettel-watson@fullerton.edu)

#### Associate Program Coordinators

Dr. Barbara Cherry

Phone: (657)-278-  
2731

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Dr. Melanie Horn Mallers

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Office: EC-456

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#### Academic Advisor

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#### Student Assistants

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UNIVERSITY GRADUATE STUDIES OFFICE

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*Phone: (657) 278-2618*

Interim Director

Dr. Joe Garcia

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Evaluation Technicians

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Lynn Winter

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## GERONTOLOGY PROGRAM COUNCIL MEMBERS

Susan Cadwallader, Marketing

Email: [scadwallader@fullerton.edu](mailto:scadwallader@fullerton.edu) Office: SGMH-5271 X7565

Dr. Cadwallader's research interests involve marketing education, non-profit marketing, implementation of strategies, and adoption of technology.

Barbara Cherry, Psychology

Email: [bcherry@fullerton.edu](mailto:bcherry@fullerton.edu) Office: H-735H X2731

Research interests include memory and attention, cognitive aging, chronic pain, inter- hemispheric collaboration in younger and older adults, and longitudinal change in cognition.

Barbra Erickson, Anthropology

Email: [beerickson@fullerton.edu](mailto:beerickson@fullerton.edu) Office: MH-426E X5697

Research interests include chronic illness, alternative therapies, cross-cultural comparison, and the impact of cultural beliefs and practices on aging.

Koren Fisher, Kinesiology

Email: [kfisher@fullerton.edu](mailto:kfisher@fullerton.edu) Office: KHS-226 X2603

Research Interests: Dr. Fisher is primarily interested in physical activity and sedentary behavior and their relationships with health, chronic disease risk factors, and health services utilization in community-dwelling older adults. She is also interested in the short and long term effects of physical activity interventions, including those involving high intensity and functional training methods used in athletic populations, on cardio- metabolic risk factors, quality of life, and health services utilization in older adults.

Janice Jeng, Osher Lifelong Learning Institute

(OLLI) Email: [d-jjeng@sbcglobal.net](mailto:d-jjeng@sbcglobal.net)

OLLI Vice President of External Relations, Chair of the OLLI – CSUF Collaboration

Kristin Kleinjans, Economics

Email: [kkleinjans@fullerton.edu](mailto:kkleinjans@fullerton.edu) Office: SGMH-3349 X8693

Dr. Kleinjans' interests include health and inequality, labor economics, and the economics of education. She has studied the manner in which different health insurance systems affect retirement behavior. She has also studied reasons for gender differences in educational and occupational choices.



Melanie Horn Mallers, Human Services

Email: [mhornmallers@fullerton.edu](mailto:mhornmallers@fullerton.edu) Office: EC-456 X3890

Dr. Horn Mallers research interests include stress and health across the lifespan, parent-child relationship quality; aging and technology; aging and health behaviors, nursing home residents and evacuation, and advocacy and consumer protection.

Jim Monroe, Osher Lifelong Learning Institute

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President, Osher Lifelong Learning Institute (OLLI)

Mary Read, Counseling

Email: [mread@fullerton.edu](mailto:mread@fullerton.edu) Office: EC-484 X2167

Research interest: commitment to feminist theory and qualitative methods, as I believe that sharing the power generated by research is essential for social justice, and that hearing the voices of real people's lives-as-lived is the most natural source of knowledge. I am interested in many aspects of identity/identification, including professional/career identity, LGBT issues, and aging with dignity. I am also involved in projects in the areas of service learning, women's health, and disability issues.

Debbie Rose, Kinesiology

Email: [drose@fullerton.edu](mailto:drose@fullerton.edu) Office: KHS-245 X5846

Dr. Rose conducts research in the area of motor control and learning, and balance and mobility disorders, in particular. Dr. Rose is nationally and internationally recognized for her work in the area of fall risk reduction programming.

Eriko Self, Psychology

Email: [eself@fullerton.edu](mailto:eself@fullerton.edu) Office: H-810A X8359

Dr. Self studies visual perception and color vision. A current research topic is the comparison of visual search performance between younger and older adults

Kathleen Wilson, Kinesiology

Email: [kswilson@fullerton.edu](mailto:kswilson@fullerton.edu) Office: KHS-220 X8329

Dr. Wilson's research encompasses social influences for physical activity in youth and older adults. She has studied the use of health-related social control by parents after their children experience an activity lapse. Other topics of interest include social influences of groups, friends, family, and significant others (e.g., physicians), and theories of physical activity adherence and maintenance are areas of interest.

Karen Wong, Gerontology/Sociology

Email: [kwong@fullerton.edu](mailto:kwong@fullerton.edu)

Office: H-424

X4167

Professor Wong's research interests include aging and dementia, health and illness, intergenerational relationships, age-related vision loss, and elder abuse

Laura Zettel-Watson, Psychology

Email: [lzettel-watson@fullerton.edu](mailto:lzettel-watson@fullerton.edu)

Office: H-710H

X3898

Dr. Zettel-Watson's research in the field of Gerontological Health Psychology includes a longitudinal study of the cognitive, physical, and social impacts of chronic pain conditions on aging adults. In addition, she examines daily-level drinking behaviors among aging adults, and the potential uses of everyday technology for enhancing the health and well-being of older adults.

## GERONTOLOGY PROGRAM AFFILIATED FACULTY

Cheryl Alvarez, Gerontology

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X3729

David Cherin, Social Work

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Office: EC-207K

X8481 Research interests include health care service delivery and child welfare. His work in health services focuses on service delivery systems in end-of-life care.

John Doyle, Human Services

Email: [jdoyle@fullerton.edu](mailto:jdoyle@fullerton.edu)

Office: EC-474

X2254

Academic Interests and Research Areas: cultural diversity competence, professional ethics in the helping professions, issues of development and aging over the lifecycle, developmental disabilities, technology in human services education, and technology in human services delivery.

Karen Fazio, Public Health/Gerontology

Email: [kfazio@fullerton.edu](mailto:kfazio@fullerton.edu)

Office: H-735B

X3729

Karen Fazio's research interests include the impact of exercise on healthy aging, spirituality and the aging process, and family caregiver stress.

Sara Johnson, Anthropology

Email: [sjohnson@fullerton.edu](mailto:sjohnson@fullerton.edu)

Office: MH-426L

X5762

Research interest: Aging & the life course, societal transformation & the roles of the elderly.

Sang June Oh, Engineering

Email: [sjoh@fullerton.edu](mailto:sjoh@fullerton.edu)

Office: CS-503

X7161

Research interests: control applications in biomedical engineering, assistive technology, and iterative learning and repetitive control design for aerospace applications.

Urvi Patel

Email: [ujpatel@fullerton.edu](mailto:ujpatel@fullerton.edu)

My research explores how individual differences in brain connectivity may produce differences in information processing efficiency. Specifically, I am interested in how cognitive function may differ based on proficiency of higher-order cognition and how it may change as a function of age. Findings of this research can further our understanding of mechanisms of cognition in the normal and aging brain.

Nilay Patel, Biology

Email: [npatel@fullerton.edu](mailto:npatel@fullerton.edu)

Office: DBH-111A

X2483

Research interests: Gene regulation of apolipoprotein E (apoE), role of apoE in Alzheimer's Disease.

Jennifer Piazza, Public Health

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X7137

Research interests: developmental and health psychology, psychophysiology, stressor reactivity, aging and emotional experience

Carter Rakovski, Sociology

Email: [crakovski@fullerton.edu](mailto:crakovski@fullerton.edu)

Office: CP-900-20

X2737

Research interests include Caring Labor, Gender and Work, Nursing Homes, HealthCare, Employment and Fibromyalgia.

Carl Renold, Human Services

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Office: EC-460

X5106

Research interests: Successful Aging, Survey Research, Technology and Aging, Autism and Asperger's Syndrome, and Caregiver Stress.

Dana Rutledge, Nursing

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Office: EC-127A

X5743

Research interests include self-management of persons with chronic conditions, living with chronic pain (e.g., fibromyalgia), implementing change in practice.

Rose Sakamoto, Nursing

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X7649

Office: RGC-18C

X3392

Research Interests include Preventive - Care/Lifestyle, Health Promotion /Disease Prevention; Nutritional Cardiovascular Epidemiology: Vitamin D; Aging, Care of Older Adults- Gerontology, desire to specialize in mental health issues: Depression/Dementia; Public Health: Health Disparities; College Health; Anti-Coagulation Specialist. Robust Aging Program Coordinator, Ruby Gerontology Department

James Santucci, Comparative Religion

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X3727

Research interests: Theosophy, the Theosophical Society, Vedic literature, Theravada Buddhism, and Samkhya.

Dominick Sturz, Public Health

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Office: EC-475

X 3316

Professor Sturz's research interests include various domains of gerontology (particularly aging workers), spirituality and religiosity (especially in aging), mental health, and education of diverse student populations.

Stephanie Vaughn, Nursing

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Office: EC-194C

X7927

Dr. Vaughn's research interests include stroke prevention behaviors, management of stroke sequela in both men and women, and social presence in online learning environments.

Eileen Walsh, Sociology

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Office: CP-900-03

X3188

Research interests include race, class, gender; multiracial families; Education inequalities.

## ON-CAMPUS AFFILIATES

College of the Arts: Professor Dale A. Merrill

College of Communications: Dr. Edward J. Fink

College of Education: Dr. Lisa Kirtman

College of Engineering and Computer Science: Dr. Susan Barua

College of Health and Human Development: Dr. Laurie A. Roades

College of Humanities and Social Sciences: Dr. Sheryl Fontaine

College of Natural Science and Mathematics: Dr. Marie Johnson

Extensions and International Programs: Dr. Chris Swarat

Mihaylo College of Business and Economics: Dr. Morteza Rahmatian

Osher Lifelong Learning Institute: Mr. Jim Monroe

Pollak Library: Dr. Emily Bonney

## GENERAL INFORMATION ABOUT THE MASTER OF SCIENCE IN GERONTOLOGY

Gerontology, the study of aging, is a multidisciplinary field that appropriates methodology from multiple sciences, including biology, economics, psychology, sociology, human services, and Public Health, in order to understand the aging process and effectively address its complexity. As life expectancy increases, so does the demand for professionals who comprehend the issues associated with aging and can apply this knowledge in serviceable ways.

The study of gerontology provides students with knowledge, skills, and critical thinking tools to appreciate the diverse concerns of adult development and aging. A background in Gerontology can therefore facilitate progress toward career and professional positions in the following arenas:

- Business
- Government
- Industry
- Public and Private Agencies
- Health and Human Services
- Research and Education
- Entrepreneurial Ventures

The CSU Fullerton Master of Science in Gerontology Program is interdisciplinary, with a focus on administration and policy. Students are prepared for rewarding and challenging positions in program planning, evaluation, education, and administration. The Master's Program is also flexible: Required courses offered during late afternoons and evenings allow our students to pursue the degree full-time or part-time. In addition, students can choose electives from several disciplines to tailor their study plans to meet their career objectives.

## ADMISSION TO THE PROGRAM

*A link to the CSUF Graduate Student Handbook and CSUF Graduate Student Checklist can be found online at <http://hss.fullerton.edu/gerontology/CurrentStudents/>. Be sure to download both of these resources!*

### REQUIREMENTS FOR ADMISSION

To be admitted to the Master of Science Program in Gerontology, you must apply to both the University and the Gerontology Program. The Gerontology Academic Program requires the following:

A bachelor's degree in Gerontology or a bachelor's degree in a related field with an undergraduate minor, certificate or emphasis in gerontology, or the equivalent

The applicant may be required to complete some upper-division course work related to Gerontology, including:

Biology 306, Biology of Aging (3 units)

Kinesiology 454, Physical Dimensions of Aging (3 units)

Psychology 362, Psychology of Aging (3 units)

Sociology 443, Sociology of Aging (3 units)

Successful completion of a statistics course (which may be taken during the first year of the Program)

A grade point average of at least 3.0 in the last 60 units attempted and a grade point average of at least 3.0 in gerontology-related course work

Three letters of recommendation

A letter from the student stating their professional objectives

Completion of a Critical thinking Analysis (prompt and instructions provided by Program)

Interview with gerontology faculty members



In addition, the following factors will be taken into consideration:

Previous paid or volunteer experience working with older adults

Research experience

Applicants who have minimal deficiencies in these areas, but who are otherwise highly qualified, can be admitted to the Program as Conditionally Classified students. Conditionally Classified Status provides the student with an opportunity to remove these deficiencies, so that Classified Standing can be granted. Conditionally Classified students who have met the Program requirements will be granted Classified Status upon submission of an advisor-approved study plan to the Graduate Studies Office.

#### APPLICATION PROCEDURES

Applications should be submitted no later than May 30<sup>th</sup> for the fall semester and November 30<sup>th</sup> for the spring semester. (This deadline may be extended. Check the CSUF Gerontology website for updated information.)

## ADMISSION TO THE UNIVERSITY

To apply for admission students must submit an application to the CAL State Apply Website – The steps are as follows:

1. Complete the application, and designate CSU, Fullerton to receive it.
2. Submit the application, following the directions on the website.

***For Linguistically Diverse Students:*** CSUF now accepts the Pearson Test of English (along with TOEFL and IELTS) for foreign degree applicants. The University accepts a minimum PTE score of 58 for graduate applicants. The Master of Science in Gerontology Program accepts this minimum score as well.

## ADMISSION TO THE MASTER OF SCIENCE IN GERONTOLOGY PROGRAM

In addition, a Gerontology Program Application must be submitted to the Gerontology Academic Program Office (H-424). The steps are as follows:

1. Visit the CSU Fullerton Gerontology website:  
<http://hss.fullerton.edu/gerontology/ProspectiveStudents/>
2. Download the Gerontology application materials.
3. Fill out the application.
4. Gather the materials listed on the application checklist (posted on the website).
5. Submit the application and requested materials to the address posted on the website.

## REQUIRED MATERIALS

Students must submit a transcript from each college or university attended to the Office of Admissions and Records. All transcripts must be received directly from the issuing institutions and become official records of the university; such transcripts therefore cannot be returned or reissued. Foreign language transcripts must be accompanied by certified English translations.

Students must submit a complete set of unofficial transcripts, three letters of recommendation, and a written statement of professional objectives to the Gerontology Office. Recommendation letters should be addressed to:

Coordinator, Gerontology Academic Program  
Humanities Room 424  
California State University  
Fullerton, CA 92834

#### APPLYING TO MULTIPLE PROGRAMS THROUGH CSU MENTOR

If you have applied through Cal State Apply Website to a program other than Gerontology, and you wish to apply to the Gerontology program, you must contact the Admissions to have your application status updated on Cal State Apply Website.

#### ADMISSION PROCEDURES

Following completion of the application procedures and subsequent review of the student's eligibility by the University Admissions Office and the Gerontology Academic Program Coordinator, students will be notified by the Admissions Office concerning admission. Written notice from the Admissions Office is the only valid proof of admission.

If students do not meet all the published requirements (i.e., they do not have all the required undergraduate courses), they may be admitted with Conditionally Classified Standing pending completion of the indicated requirements. These requirements will be noted on the Graduate Department Recommendation Form. Upon admission, Conditionally Classified students will be notified regarding which courses should be taken in order to achieve Classified Standing.

## REQUIREMENTS FOR THE DEGREE

The Master of Science in Gerontology requires 30 units of approved graduate work, consisting of a combination of core courses and electives.

*It is important to consult with a Program Advisor during your first semester in the program.*

## GRADUATE STUDY PLAN

To be granted the Master of Science in Gerontology, students must complete an approved Graduate Study Plan. To create an approved Study Plan, students must meet with the Gerontology Academic Program Advisor before the student completes nine units towards the Master's degree in Gerontology.

Acceptable transfer work from other institutions may be acknowledged by the Study Plan, but no more than nine units of postgraduate course work taken at CSU Fullerton prior to achievement of classified standing will be applied to a Graduate Study Plan.

Classified standing is granted when:

1. All prerequisites and/or deficiencies have been completed
2. The official study plan has been developed and signed by the Graduate Program Advisor and committee
3. The study plan is sent to the Graduate Studies Office and approved by the Associate Vice President of Academic Programs (or a designee)

Students will be sent a copy of the approved study plan by the Graduate Studies Office.

To be granted a Master of Science degree in Gerontology, students must be classified, apply for graduation (advance to candidacy), and complete the approved Graduate Study Plan.

## REQUIRED CORE COURSES (18 UNITS)

Gerontology 500 Applied Gerontology/Professional Development (3)  
Gerontology 501 Research Methods in Gerontology (3)  
Gerontology 503 Aging and Public Policy (3)  
Gerontology 507 Biopsychosocial Aging (3)  
Gerontology 535 Evaluation and Program Planning (3)  
Gerontology 595 Gerontology Internship (3) (MORE DISCUSSED ON THIS LATER IN THE DOCUMENT)

## ELECTIVES (9 UNITS)

*Please note that electives are subject to change by the Department who offers them.*

Electives are offered directly through the gerontology program or are cross-listed with other departments. Given that gerontology is a multidisciplinary program, you are required to take, in addition to Gerontology-housed electives, electives from these other departments as well.

Please discuss this with the Gerontology Program Advisor when developing your study plan.

Current electives include (in alphabetical order by Department or Program):

Anthropology 435 Anthropology of Death and Mortuary Practices (3)  
Business Administration 410 Starting and Managing a Professional Practice/Small Business (3)  
Chemistry 445 Nutritional Biochemistry (3)  
Counseling 502 Career and Lifestyle Development (3)  
Counseling 518 Human Development and Functioning (3)  
Counseling 522 Techniques in Brief Treatment and Assessment (3)  
Economics 506 Economics of Aging (3)  
Finance 408 Retirement Planning (3)  
Finance 410 Theory and Practice of Personal Financial Planning (3)  
Finance 462 Life and Health Insurance (3)  
Gerontology 420 Aging and Dementia (3)  
Gerontology 425 Successful Aging and Gerotechnology (3)  
Gerontology 450 Applied Health Promotion in Aging Populations (3)  
Gerontology 462 Advanced Psychology of Aging (3)  
Gerontology 506 Economics of Aging (3)  
Gerontology 508 Social and Ethical Issues in Aging(3)  
Gerontology 526 Administration and Systems Management (3)  
Gerontology 525 Successful Aging and Gerotechnology (3)  
Gerontology 527 Aging: A Multigenerational Perspective: Advanced Social Work Practice (3)  
Gerontology 545 Nonprofit and Societal Marketing (3)  
Health Science 401 Epidemiology (3)

Health Science 411 Promoting Health in Multicultural Populations (3)  
Health Science 420 Chronic Disease Epidemiology (3)  
Health Science 425 Alternative Healing Therapies  
Health Science 440 Determinants of Health Behavior  
(3)  
Health Science 450 Applied Health Promotion in Aging Populations (3)  
Human Communication 478 Counseling in Communication Disorders (3)  
Human Services 400 Ethical and Professional Issues in Human Services (3)  
Human Services 410 Crisis Intervention for Para-Professionals (3)  
Human Services 412 Gerontology in Human Services (3)  
Human Services 420 Human Services Management (3)  
Human Services 480 Case Analysis and Intervention Techniques (3)  
Kinesiology 432 Applied Exercise Psychology (3)  
Kinesiology 454 Physical Dimensions of Aging (3)  
Kinesiology 455 Functional Performance Assessment and Programming for Older Adults (3)  
Management 435 Management of Service Organizations (3)  
Marketing 545 Nonprofit and Societal Marketing (3)  
Marketing 596T Contemporary Topics in Marketing, 50+ Consumer Marketing (3)  
Master of Social Work 516 Aging: A Multigenerational Perspective: Advanced Social Work Practice (3)  
Master of Social Work 524 Aging: A Multigenerational Perspective: Policy and Social Work (3)  
Philosophy 400 Ethical and Professional Issues in Human Services (3)  
Philosophy 448 Death, Aging, and Meaning (3)  
Political Science 526 Administration and Systems Management (3)  
Psychology 415 Cognitive Processes (3)  
Psychology 445 The Psychology of Dying, Death, and Bereavement (3)  
Psychology 462 Advanced Psychology of Aging (3)  
Psychology 474 Health Psychology (3)  
Psychology 475 Psychopharmacology (3)  
Sociology 443 Sociology of Aging (3)

#### TRANSFER COURSES

Graduate students can transfer as many units of prerequisite course work as needed. In addition, up to nine additional units of transfer course work may be counted towards the master's degree. This includes courses taken through Extended Education.

It is possible to count some upper-division, graduate-level, and professional-level certificate courses toward Program prerequisites. Such courses may also be accepted as substitutes for certain Program electives, provided that the courses have not been counted toward a baccalaureate degree. Students should consult with the Gerontology Academic Program Coordinator for specifics

## THESIS OR PROJECT (3 UNITS)

Take at least one of the following:

Gerontology 597 Project (3)

Gerontology 598 Thesis (3)

Prior to registration for GERO 597 or 598, students must submit their proposal and have it approved by their committee before they can enroll. The application form, available at the Gerontology Academic Program Office, should be signed by the faculty member supervising the work and by the Gerontology Graduate Advisor. It must then be submitted to the Gerontology Academic Program Office. Once the form has been approved, a permit to register for the course will be issued.

A thesis is a manuscript that reports an investigation of a hypothesis using the scientific method. A project is a report that describes a project's goals, design, and outcomes in a comprehensive fashion. The amount of work required is equivalent.

Project and thesis advisors should be identified early. For theses, there is a committee chair and two additional advisors. An off-campus professional may serve on a student's committee as the fourth member. For a project, there is usually a principal advisor and at least two extra readers. Any full-time CSUF faculty member can serve as the committee chair or principal advisor - usually one with an interest and special expertise in the student's area of investigation. Many faculty members prefer that a student take a class with them before they will agree to be the advisor. It is the student's responsibility to obtain agreements from advisors to serve.

### TIMELINE

Although students typically only enroll in GERO 598 (thesis) or GERO 597 (project) for one semester (3 units), both theses and projects usually take more than one semester to complete. Students should seek out an advisor and decide on a topic at least a year before they hope to finish. Thesis students should also be aware that the university requires theses to be filed about a month before the end of the semester. Specific dates and deadlines can be found at

<http://www.fullerton.edu/graduate/currentstudents/thesis.php>

## COMMITTEE

In cooperation with their thesis/project chair, students select two additional faculty members to serve on their committee. These individuals should be full-time, tenured or tenure-track faculty members at CSUF.

## PROCESS

The CSUF thesis manual (containing information on formatting and printing guidelines) is available at <http://www.fullerton.edu/graduate/currentstudents/thesis.php>

## DEFENSE

Once the thesis or project is complete, the student must successfully present and defend the study/product to his or her committee. All committee members must sign off on the thesis or project before the program and the university will accept the requirement as met.

## THESIS READER

Before being accepted by CSUF, theses must be reviewed by the university's thesis reader. Contact information can be found on the Graduate Studies Thesis Information website: <http://www.fullerton.edu/graduate/currentstudents/thesis.php>

## GRADUATE STUDIES (GS) 700

This is used for students who have completed all course requirements, except for their thesis or project. In order to meet the university requirement of staying continuously enrolled as a student, you must register for GS 700 through Extended Education. GS 700 keeps you enrolled without having to take additional classes. You must re-file for GS700 every fall or spring semester until you complete your degree. The GS 700 form and instructions can be found at <http://www.fullerton.edu/graduate/currentstudents/graduateforms.php>.

## ETHICS, INTEGRITY, AND PLAGIARISM

MSG students are held to the highest standards of academic honesty, and the thesis or project is no exception. Sources should be properly cited and plagiarism will not be tolerated. Students should familiarize themselves with the CSUF academic honesty policy, which can be found in the CSUF online catalog, and consult with their advisors if they have any questions.



## INTERNSHIPS (GERO 595)

You are required to complete one semester of internship units. An academic internship is a work-learning partnership between a student, the university, and a host company or organization that bears a direct relationship to a student's major and professional goals. The gerontology internship class is listed as GERO 595 in the course catalog. This class is 3 units.

### PROCESS

The Internship Class requires the approval of the Gerontology Internship Coordinator and registration with the CSUF Center for Internships and Community Service (CICE).

Further information can be obtained by visiting

<http://www.fullerton.edu/cice/students/internships.php>.

You should register for the class as you would for any other class. The class is listed as GERO 595. You should also contact the Gerontology Internship Advisor ***after registering for the class through Titan Online*** to begin the process of locating a suitable location and completing the necessary forms.

A pdf file with step-by-step instructions is available at

[http://www.fullerton.edu/cice/resources/pdfs/infocards/InfoCard\\_Gerontology.pdf](http://www.fullerton.edu/cice/resources/pdfs/infocards/InfoCard_Gerontology.pdf).

### TIMING

You will complete 120-150 internship hours at your desired location. This equates to 8+ hours per week at your internship site.

Here is a link to a pdf file of the Internship Time Sheet that will be signed and approved by the supervisor at your internship site:

<http://www.fullerton.edu/cice/resources/pdfs/student/Timesheet.pdf>

## PLACEMENT

You should select an internship location that matches your interests.

Many sites are already approved as an internship location with the Center for Internships and Community Service.

If the site you have chosen is not yet approved, approval takes 2-3 weeks. You may contact the CICE Office for further information.

The Gerontology Internship Coordinator will guide you with class registration, site location and site registration. You may locate your own internship location. Alternately, you will be matched with several potential locations that may suit your interests.

The CSUF Center for Internships & Community Engagement (CICE) is located in Langsdorf Hall 206. Phone: (657) 278-3746, E-mail: [cice@fullerton.edu](mailto:cice@fullerton.edu).

## CONTINUOUS ENROLLMENT AND LEAVE OF ABSENCE

### CONTINUOUS ENROLLMENT

A graduate degree student is **required to maintain continuous enrollment** in every fall and spring semester from the beginning of the program of study until award of the degree. This policy is designed to eliminate the need for readmission to the university, provide opportunity for continuous use of facilities, including the library, and assure the development of an integrated program, which is adequately supervised and effectively completed within the time limitations allowed by regulations

Unless granted an approved leave of absence, a graduate student who fails to register each semester has discontinued enrollment in the graduate degree program. In order to resume study, the student needs to reapply for admission to the university and the degree program and meet any changed or additional requirements approved in the interim.

Students who may have completed all course work, but who may not have satisfactorily completed their thesis or project, are expected to maintain continuous enrollment until award of the degree.

A graduate student who finds it impossible to attend during a certain semester and is not eligible for a leave of absence must register in Graduate Studies 700. Registration in this course is restricted to conditionally classified or classified graduate students. It carries no unit credit and does not require class attendance. Registration in this course in each semester when no other course work is taken will be necessary until award of the degree.

### LEAVE OF ABSENCE

You may request a leave of absence for up to one year. Conditionally classified or classified graduate students qualify for a leave if they are in good academic standing and have completed at least six credit hours work toward the degree in residence at Cal State Fullerton. Forms to request a leave of absence are available at the Admissions and Records Service Center, in the Graduate Studies Office, and on the Graduate Studies website. Students are encouraged to submit requests for leave of absence prior to the start of the semester for which they are requesting a leave.

Any of the following circumstances may be grounds for requesting a leave of absence:

Illness or disability (permanent or temporary) or similar personal exigencies, including pregnancy, which make it impossible or inadvisable for a student to register for classes.

Activities that enhance a student's professional career objectives.

Active duty in the armed forces of the United States.

Other reasons at the discretion of the director of Graduate Studies.

## STUDY LOAD

To qualify for full-time enrollment certification by the university, graduate students must carry a study load of 12 units of course work a semester or nine units of which six are at the 500-level.

The maximum study load for students working toward a master's degree is 12 units per semester; in exceptional cases, a student may take more with the approval of the Graduate Program Advisor. Forms to request excess units are available in the Graduate Studies Office or on the Graduate Studies website.

## GRADUATE ASSISTANTS

We do have a limited number of graduate assistant positions available each semester. You can drop off your resume at the Gerontology Academic Program Office or with the Graduate Advisor. Positions are not carried over from semester to semester; students must apply each semester if they want to work as a graduate assistant.

## THESES AND PROJECTS

For detailed information concerning thesis and project requirements, please refer to the handout distributed during your orientation and also made available to students enrolled in GERO 500.

### DEFINITION

A thesis is defined as the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation based on the findings. The finished product demonstrates originality, critical and independent thinking, appropriate organization and format, and thorough documentation.

A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It also evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation.

### GENERAL REGULATIONS

Of the 30 semester units of approved course work required for the master's degree, three units are for the thesis or project.

When a thesis is completed, the Pollak Library will be provided with an approved original in the approved binding and an acceptable microfilm of the thesis. An abstract accompanies the thesis and will normally be published in the University Microfilms International Journal, Masters Abstracts. Copies are thereby made available for order by interested scholars.

An approved copy of the thesis or project will also be required by the Gerontology Academic Program Office. When a project is completed, the project is also filed in the Gerontology Academic Program Office.

A thesis or project committee is composed of a minimum of three faculty, at least two of whom must be tenured or tenure-track CSUF faculty. Part-time faculty from the gerontology program

may co-chair or serve as the third member. Typically, all committee members will have a PhD; however, individuals with a master's degree may serve on the committee if they have particular expertise that contributes to the thesis or project. A qualified person who is not a regular Cal State University faculty member may serve as a visiting examiner and join in the approval of the thesis. This person serves as the fourth member of the committee.

Variations from procedures and regulations should be referred to the Office of Graduate Studies for review.

## FORMAT GUIDELINES AND STYLE MANUALS

All university format guidelines are included in a thesis manual that has been developed to assist you in preparation of a thesis. Copies are available in the Office of Graduate Studies and on the Graduate Studies website <http://www.fullerton.edu/graduate/>. It is your responsibility to make certain that the requirements are met. You are strongly advised to become familiar with the instructions in the manual. Theses from the library or Department offices should not be used as examples of correct format.

The student makes all necessary arrangements for preparing the thesis for final approval. A list of independent word processing professionals is available in the Office of Graduate Studies. The University Career Center also maintains a listing of students and others who have indicated their availability for word processing assignments.

## DEADLINES

Adequate time should be allowed for typing, reading and approval by the advisor, the committee members, and the university thesis reader. Specific deadlines are listed each semester on the Graduate Studies website at <http://www.fullerton.edu/graduate/>. Ample time should be allowed for any special arrangements, such as duplication of the thesis by the campus bookstore or elsewhere, prior to the deadline.

The final version of the thesis should be submitted to the student's committee for final review and approval at least six weeks prior to the last day of classes. The deadline for submission to the university thesis reader is two weeks prior to the last day of classes.

For summer completion, the student should check with the academic unit and the Graduate Studies Office for appropriate deadlines. Theses are reviewed by the university thesis reader in the order in which they are received by the Graduate Studies Office.

The Graduate Studies Office must receive notification from the campus bookstore (Titan Shops Copy Center) that the thesis has been received for binding and microfilming by the official graduation date for each semester.

#### TIMELINE

The current timeline for important graduation/thesis dates and deadlines can be found in each semester's published class schedule or by visiting the Graduate Studies website: <http://www.fullerton.edu/graduate/currentstudents/dates.php>.

#### GRADUATION CHECK

Apply for graduation check before or during the first week of your final semester. Directions for applying can be found at <http://www.fullerton.edu/graduate/currentstudents/gradcheck.php>. Pay fee at Cashier's Office (UH-180) within 5 days of applying. There is an additional fee for late grad check applications.

#### CHANGE OF GRADUATION DATE

To change your graduation date, fill out an update card available at the Office of Graduate Studies (MH-112) and pay a fee at the Cashier's Office (UH-180).

#### THESIS FILING DEADLINES

Thesis filing deadlines are typically a month or more before the end of the semester. Check <http://www.fullerton.edu/graduate/currentstudents/dates.php> for the current deadlines. Projects do not have university-imposed deadlines.

### FINAL PROCEDURES

#### STEP 1: APPROVAL SIGNATURES

When the final draft is completed, the student obtains signatures on the approval page of all of the members of the committee. If there is a disagreement within the committee concerning the acceptability of the thesis, the approving signatures of a majority of the committee will be sufficient. Non-availability of one member of the committee is not an adequate reason for acceptance of signatures by less than the full committee. No changes or additions will be allowed after the final signatures have been obtained.

The title/approval page may be photocopied onto the correct paper stock; however, the signatures must be original. Photocopied signatures are not acceptable for binding or



microfilming. The signatures must be in black ink. The student should arrange for at least three original title pages to be signed by the committee members. One original is submitted to the bookstore with the thesis or project; the other originals may be used as the student's personal copy or for the Department copy, if required.

#### STEP 2: UNIVERSITY THESIS READER

The thesis is ready for review by the university thesis reader after the faculty has signed off and the thesis has been produced in its final form. One unbound copy of the thesis including the original approval page is taken to the Graduate Studies Office for review by the thesis reader for conformity to all-university format guidelines. The thesis submitted to the Graduate Studies Office for review may be photocopied or printed on plain, unlined, white paper; however, the title/approval page should be on the correct paper stock. The student will be notified of any revisions or corrections that need to be made. Final approval on format is given by the thesis reader on the "Thesis Approval Form" that is submitted with the thesis. The form is available in the Graduate Studies Office or on the website.

#### STEP 3: BINDING AND MICROFILMING

The student takes the approved copy of the thesis, the signed title and approval page, and the signed Thesis Approval Form to the campus bookstore and pays the appropriate fees (currently \$155 plus \$65 if copyright is desired). The bookstore arranges for the binding of the thesis by a local bindery and other services by University Microfilms International (UMI). Once submitted and receipted, the thesis may not be withdrawn by the student from the campus bookstore. The campus bookstore sends the approved original (including the original signed approval page) to University Microfilms International for filming and publication of the abstract, and upon its return sends it to the bindery.

An agreement is completed for UMI to publish the abstract in Masters Abstracts, prepare a microfilm negative, and sell microfilm, photocopies, and papers in electronic format to interested scholars. Arrangements for copyrighting are also possible through UMI.

#### STEP 4: NOTIFICATION FOR AWARD OF THE DEGREE

The grade for the thesis is reported in the usual manner to the registrar by the appropriate faculty. The bookstore notifies the Graduate Studies Office that the approved thesis has been deposited, the fees paid, and the agreement for microfilming and publication of the abstract completed by the student.

#### STEP 5: DEPOSITING OF THESIS IN LIBRARY

When the thesis is returned by the bindery, the bound copy is sent by the university bookstore to the library for circulation. One set of the slides or separately mounted illustrative material is housed with the bound copy.

## COMMUNICATION

All CSU Fullerton students are given a CSU Fullerton e-mail account. E-mail is the primary mode of communication for both the University and the School of Gerontology. You must check your CSUF email account regularly, and you will be expected to know any information that is provided to you through CSUF e-mail.

## POLICY ON CIVILITY

It is expected that everyone is treated with respect and that all communication and behavior is civil and respectful. See the [Cal State University Policy Page](#) for the CSU Fullerton policy on civility.

## ACADEMIC EXCELLENCE

The faculty of the Department of Gerontology have created these guidelines to specify and explain our shared standards and expectations that will be consistent across courses in the Gerontology Master of Science Program. These are intended to facilitate learning and help to guide your professional development.

## LEARNING

Learning is collaboration between teachers and students; both have responsibilities to fulfill.

In order to benefit fully from a course, you must set aside adequate time to complete all of the reading and assignments and to prepare for quizzes and exams. The University recommends that you allocate approximately 9 hours per week of out-of-class time for each 3-unit course.

Faculty set aside time each week to meet with students during office hours. If you wish to meet with your faculty member, but are unable to attend scheduled office hours, contact him/her to schedule an alternative appointment. Because faculty members have other courses and scheduled activities, you may also need to adjust your schedule in order to arrange a meeting. With advance notice, faculty will be better able to schedule meetings at a time convenient for both professor and student.

Faculty will respond to your emails and phone messages in a timely manner during work hours. Check your course syllabus for faculty's preferred means of out-of-class communication.

## PREPARATION, ATTENDANCE, AND PARTICIPATION

Regular preparation, attendance, and participation are prerequisites to effective learning.

Should you miss class, you remain responsible for learning course material presented during your absence. The faculty members believe that attendance in all courses in your study plan is conducive to the learning of each student. The learning that results from the interaction and sharing with other students is an important and integrative aspect of the learning process. For selected courses, group interaction is an integral part of the course. Check each course syllabus for participation requirements.

Class lectures and discussions require that all students are respectful of their peers and faculty:

Cell phones, pagers, or other noise-producing electronics must be silenced and put away prior to class. No texting is allowed while in class.

No lecture may be recorded on any electronic device without the consent of the professor.

Questions, conversation, and other discussion should be respectful at all times.

Arriving late to class and/or leaving early reduce your ability to learn and disrupt the learning of your classmates.

Laptops are permissible in class, unless otherwise indicated by the instructor, as long as they are used exclusively for class related activities. Checking email, websites and doing other work reduces your ability to learn and distracts other students.

Disruptive behavior will not be tolerated, and disruptive students may be asked to leave the class.

#### PROFESSIONAL STANDARDS OF GERONTOLOGICAL PRACTICE

Professional standards are to be maintained at all times whether in the classroom, on-line, or in the field. Professional behavior and personal accountability must be exhibited at all times.

Examples of non-professional behavior include use of abusive language, substance abuse (alcohol and drugs), and other behaviors, such as loss of emotional control or unprofessional interactions with classmates and faculty.

A student who demonstrates unprofessional or unethical behavior, or unsafe practice may be denied progression or may be dismissed from the program. Consider following the ethical recommendations set forward by the National Association of Professional Gerontologists, stated online at [http://www.napgerontologists.org/code\\_of\\_ethics.html](http://www.napgerontologists.org/code_of_ethics.html).

## TECHNOLOGICAL COMPETENCE

All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the University. Entering students should have:

The ability to use a PC to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices;

The ability to use a word processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents;

The ability to use an electronic mail system to receive, create, edit, print, save, and send an email message with and without an attached file; and

The ability to use an Internet browser.

Students who do not meet the expected level of competency should contact the Academic Advisement Center at 657-278-3606.

## TAKING INITIATIVE AND GETTING INVOLVED

Graduate school is an exciting journey! Your choices, attitude and effort will allow you to maximize the knowledge you acquire in graduate school. It is important to get involved with campus activities, clubs/organizations, leadership opportunities and internship learning opportunities. Your contributions in the Gerontology Program directly influence your academic experience.

Enjoy this time by immersing yourself in the many opportunities that surround you!

## SELF-SUFFICIENCY

Graduate students are expected to be independent, self-motivated thinkers. Many of your questions are already answered within this handbook. You should keep this handbook in an accessible location and use it as a guide during your entire graduate school attendance. ***If you have any questions, consult your handbook first!!***

Other helpful locations to answer common student questions include:

The Gerontology Website: <http://hss.fullerton.edu/gerontology/>

The CSUF Office of Graduate Studies: <http://www.fullerton.edu/graduate/>

## THE STUDENT ASSOCIATION FOR GERONTOLOGY EDUCATION (SAGE)

The Student Association for Gerontology Education (SAGE) is a student operated organization that provides opportunities to become involved in research, conferences and service activities. SAGE is intended to provide a strong network of students, faculty and professionals in the community. Any interested student can join SAGE.

## SIGMA PHI OMEGA (SPO) HONOR SOCIETY

Sigma Phi Omega is a prestigious national academic honor and professional society in gerontology. Membership recognizes excellence of those who study gerontology and aging and the outstanding service of professionals who work with or on behalf of older persons.

### APPLICATIONS

The CSUF SPO chapter is the Gamma Kappa Chapter. You will turn your application in to the SPO Advisor. Student membership is open to undergraduate minors and graduate majors in gerontology. Students must be in at least their second semester of study. Undergraduate minors must have a GPA of at least a 3.3 and graduate majors must have a GPA of at least a 3.5. Click the link below for more detailed instructions on becoming a member: <https://www.sigmaphiomega.org/become-a-member/>

### EVENTS

SPO will hold 2-3 events per semester. Each event is tailored to meet the specific interests of the students. Events are held in the evening or afternoon to accommodate graduate student schedules.

### CERTIFICATES & PIN

All members of SPO will receive a certificate and pin upon acceptance in the honor society. Members will be initiated into the honor society during the Gerontology Honors and Awards Ceremony at the end of the academic year.

### GRADUATING MEDALLION PRESTIGE

All graduating members of SPO will be distinguished with a SPO medallion to signify their membership and prestigious standing in the gerontology honor society.

### GERONTOLOGY LEADERSHIP

Students will have the opportunity to hold a leadership position with SPO. There are six student board members who hold the position for at least one year. Board members will organize semester events and become leaders in their cohort.



## GERONTOLOGY AWARDS AND SCHOLARSHIPS

Awards and Scholarships are regularly awarded to Gerontology students. Please visit the Gerontology Home page for further details

### BEVERLY & ARNOLD MILLER UNIVERSITY SCHOLARSHIPS IN GERONTOLOGY

This scholarship will be awarded to four or five top students, , depending on enrollment status and available funding. Half of the scholarship is issued in the fall semester and half in the spring semester. Qualified students may have the award renewed for a second year based on demonstrated accomplishments as determined by the scholarship committee.

### KIRT AND DONNA SPRADLIN SCHOLARSHIP IN GERONTOLOGY

This scholarship will be awarded to an upper division undergraduate student, a graduate student in Gerontology, and/or a student from the Center for Successful Aging. Awards depend on enrollment status and available funding. Half of the scholarship is issued in the fall semester and half in the spring semester. Criteria include academic achievement, professional promise, demonstrated interest in a career in the field of aging, and need.

The award is intended to defray costs associated with educational activities that are directly related to completion of a degree program. For instance, the funds could be used to defray the cost of books, research materials, or travel to present a paper or participate in a conference in Gerontology.

### MARY LOIS AYRES SCHOLARSHIP IN GERONTOLOGY

This scholarship will be awarded to an upper division undergraduate student with a concentration or minor in Gerontology and/or a first year graduate student in Gerontology. Awards depend on enrollment status and available funding. Half of the scholarship is issued in the fall semester and half in the spring semester. Criteria include academic achievement, professional promise, and demonstrated interest in a career in the field of aging.

The award is intended to defray costs associated with educational activities that are directly related to completion of a degree program. For instance, the funds could be used to defray the cost of books, research materials, or travel to present a paper or participate in a conference in Gerontology.

OSHER LIFELONG LEARNING INSTITUTE (OLLI) OUTSTANDINGGRADUATE STUDENT AWARD

This award (approximately \$1000) will be offered to an MS Gerontology candidate graduating in May or who graduated in the preceding summer or fall semester at California State University, Fullerton. This award will come from a special account funded by contributions from OLLI members, and Sigma Phi Omega Membership is required.

## 10 TIPS FOR SUCCESS!

(1)

Get excited and be an independent, conscientious and motivated leader in gerontology.

(2)

Your Gerontology Handbook and the Graduate Student Handbook are your graduate school bibles!

(3)

Take the initiative to make the most out of your graduate school experience. The amount of effort you put into your college experience is equivalent to the type of experience you receive.

(4)

Get to know your professors and find a mentor who matches your interests. Getting to know your professors will also help you to identify faculty that may potentially serve on your thesis/project committee.

(5)

Choose your internships wisely; these often lead to career positions.

(6)

Gerontology is a small community. Networking with students, alumni and working professionals can get you ahead with your career objectives.

(7)

Become a leader in graduate school. Join the SPO board and make a difference to your field by bringing exposure and prestige to the gerontology discipline.

(8)

Get an early start with your thesis or project. Theses and projects are both equally time intensive and both typically take a year to complete.

(9)

Be mindful of thesis and project completion dates. Check the Graduate Office website for specific dates: <http://www.fullerton.edu/graduate/>. Thesis writing needs to be completed at least two months before the semester ends. Project writing needs to be completed at least one month before the semester ends.

(10)

Complete your study plan during your second semester! This will help you to stay on-track for a timely graduation.

## SUGGESTED RESOURCES

### THE UNIVERSITY CATALOG

The University Catalog is the official document that contains university policies and procedures. The University Catalog in effect at the time you start your Bachelor's degree program at CSUF will serve as your foundation and guide to all critical university information. As a CSUF student, it is your responsibility to abide by the policies in the catalog. You can access the catalog electronically on the CSUF website at <http://catalog.fullerton.edu/>. You may also purchase a hard copy of the catalog through the Titan Shops Bookstore.

### ON-CAMPUS RESOURCES

The campus has many resources available to help you become a successful graduate student. Listed below are some of the most helpful resources for you.

#### PEOPLE

Gerontology Coordinator  
Academic Advisor  
Internship coordinator  
Thesis/project advisor

#### THE GERONTOLOGY PROGRAM

Website: <http://hss.fullerton.edu/gerontology/>

#### THE GRADUATE OFFICE

Website: <http://www.fullerton.edu/graduate/>

Listed on this site are important thesis dates, electronic graduate forms, instructions for applying for graduation, GS-700 enrollment and more.

#### THE CAREER CENTER

Website: <http://www.fullerton.edu/career/>

Resume Writing & Resume Critique: Quick 10 minute 'drive-thru' meeting or longer appointment meetings. Bring along your resume, cover letter or any career-related inquiries. To schedule an appointment call: (657) 278-3121.

#### THE UNIVERSITY LEARNING CENTER

Website: <http://www.fullerton.edu/ulc/>

Graduate Learning Specialists help graduate students develop strong academic skills. These skills include studying, presenting, writing, using citation styles and research strategies, preparing for conferences, and more. For further information and to see a current list of workshops, visit the link above. We encourage you to note the variety of workshops available to help you hone your skills.

#### A GERONTOLOGY GRADUATE ASSISTANT

E-mail: [Gerontology@fullerton.edu](mailto:Gerontology@fullerton.edu)

Our gerontology graduate assistants are excellent tutors and writing coaches. You may contact them to schedule a tutoring appointment at the above e-mail address.

#### THE WRITING CENTER

Website: [http://english.fullerton.edu/writing\\_center/](http://english.fullerton.edu/writing_center/)

The Writing Center is a free campus resource. To ask questions or to schedule an appointment with a tutor, call (657) 278-3650.

#### THE POLLAK LIBRARY

Website: <http://www.library.fullerton.edu/>

Make an appointment to visit with a librarian if you need help with locating articles or books. Click on the 'Ask a Librarian' link on the left side of the library homepage. You can also connect with a live librarian 24 hours a day by clicking on the 'Click Here for Live Help' link on the right side of the library home page. For additional resources, visit the Services tab.

#### THE STUDENT HEALTH AND COUNSELING CENTER

Website: <http://www.fullerton.edu/shcc/>

Health services, counseling services, family pact, and health education

#### THE CSUF SCHOOL OF NURSING RESOURCE PAGE

A list of useful writing websites can be found on the following CSU Fullerton School of Nursing Web page: <http://nursing.fullerton.edu/resources/>

## ONLINE RESOURCES

### FOR CREATING WEB PAGES

[Evaluating Websites](#) (CSUF resource)

[Evaluating Websites](#) (Cornell University resource)

### FOR EDITING PAPERS AND SELECTING REFERENCES

[Turnitin](#) (Online grammar check and grading tools)

[Distinguishing Scholarly Journals from Other Periodicals](#) (Cornell University resource)

### ONLINE GRADUATE WRITING WORKSHOPS

The following workshops are available for all students. Please click on the Pre-Survey first and when you finish the survey, you will be given the link to the video workshop. Please download any handouts before watching the video workshops. Once you have watched the workshop, please complete the post-survey. It is extremely important that all students complete the post survey for grant funding.

[Writing and Study Skills Clinic: Literature Review](#)

[Reading for Meaning: Consuming Literature Effectively and Accurately](#)

[Citation versus Plagiarism: An APA Philosophy](#)

## APA RESOURCES

American Psychological Association (APA) Style is the format used for scholarly writing in all Gerontology programs. Please familiarize yourself with APA 6th Edition guides because your papers will be held to these standards.

The following presentations are from Writing Workshops conducted by Dr. Ioakim Boutakidis for the Workforce Improvement Project (WIP) in the School of Nursing and are useful resources.

[Crash Course on Grammar, Common Usage and APA Style](#)

[Primer on 6th ed. APA Style](#)

Below are additional resources provided to assist you in using the APA style properly.

[APA for Smarties](#)

[APA Jeopardy](#)

[APA Videos](#)

[Pollak Library APA Citation Guide](#)

[Sample Paper](#)

[Sample Title Page for CSUF Assignments](#)

[Link to the APA Style Manual](#)

[APA Blog with Important Updates](#)

The following links lead to several resources for learning and using APA Style based on the 6th Edition of the APA Publication Manual:

<http://www.apastyle.org/learn/>

<http://flash1r.apa.org/apastyle/whatsnew/index.htm>



## ACADEMIC STANDARDS FOR GRADUATE STUDENTS

### GRADE POINT AVERAGE STANDARDS

A graduate degree student is expected to earn a 3.0 average in all units subsequent to admission to the program.

### STUDY PLAN

The 30 semester units of approved study plan course work, including transfer work, required for the degree must be completed with a 3.0 (B) minimum grade-point average. Only grades of A, B, or B- are considered satisfactory for study plan courses. If a student receives a grade less than a B- on a study plan course, the course must be repeated and passed with a grade of B- or better. A course may be repeated only once.

If a student approaches the completion of the degree requirements with less than a 3.0 average, a request may be made for a change in the study plan to:

- a. Add no more than six units of course work in order to achieve at least a 3.0 grade-point average, or
- b. Repeat no more than six units of course work in which a C or lower was earned in order to achieve at least a 3.0 grade-point average.
- c. A combination of a. and b. equal to six units.

Requests for course work to be added to the study plan or to be repeated must be approved by the Graduate Program Advisor and Office of Graduate Studies prior to registration (see "Changes in Study Plan"). If the grade-point average at any time falls below such a level that it cannot be raised to a 3.0 within the prescribed limits of course work, this has the effect of disqualifying the student from the master's degree program.

If permission is given to repeat a course, both grades are considered in computing grade-point averages. However, successful repetition of a course originally passed carries no additional unit credit toward a degree.

When a course is added, the original course stays on the study plan and both grades received shall be used in the calculation of the student's GPA.

## PROBATION AND DISQUALIFICATION

### PROBATION

A graduate student enrolled in a graduate degree program will be placed on academic probation if either the cumulative or the Study Plan grade-point average falls below 3.0. A graduate student may also be placed on probation for reasons other than cumulative and/or Study Plan grade-point average. This is known as **administrative-academic probation**. The reason for probation may include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student's discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities and in the Academic Dishonesty sections of this catalog (see "University Regulations").

Master's degree students will be allowed two semesters on academic probation before being subject to disqualification. Ed.D students may not have a grade point average below 3.0 in two successive terms. The Ed.D student will be placed on probation the first term in which their grade point average drops below 3.0; a grade point average below 3.0 in the next term is grounds for disqualification from the Ed.D program. Students will remain on administrative-academic probation contingent upon conditions required for their continuing in the program. The Graduate Studies Office maintains a list of students on probation and subject to disqualification.

### DISQUALIFICATION

The associate vice president, Academic Programs (or designee), in consultation with the student's Graduate Program Advisor, will disqualify a graduate student who is on probation if the student does not, or cannot, raise the Study Plan and cumulative grade-point average to 3.0 by the completion of the second regular semester following the semester in which the grade-point average fell below the minimum 3.0 standard. If a student's grade-point average becomes so low that it cannot be raised to 3.0 within the prescribed limits of course work, the student will be disqualified from the master's degree program.

Students placed on probation for reasons other than grade-point average will be disqualified if:

The conditions for removal of administrative-academic probation are not met

within the period specified.

The student becomes subject to academic probation while on administrative-academic probation.

The student is removed from administrative-academic probation and subsequently becomes subject to administrative-academic probation for the same or similar reasons as originally placed on probation.

Disqualification removes a student from graduate standing and prevents further enrollment in university courses (except through University Extended Education). A student who has been disqualified from a master's degree program may not apply for readmission to that program. However, a student who has been disqualified from one degree program may apply for readmission to a different degree program. A readmitted student must file a new Study Plan that meets current requirements and policies. Any disqualified student who wishes to use previous course work must have it approved by the associate vice president, Academic Programs (or designee). Appeals related to graduate degree probation or disqualification should first be directed to the Department Graduate Program Advisor. Please contact the Graduate Studies Office for further information and procedures.

## ACADEMIC INTEGRITY

The Gerontology Academic Program adheres to the University definitions and policies regarding academic dishonesty.

### WHAT IS ACADEMIC DISHONESTY?

What constitutes academic dishonesty at California State University, Fullerton is spelled out in UPS 300.021 Academic Dishonesty Policy. It includes, but is not limited to: plagiarism, cheating on exams, unauthorized collaboration and falsifying academic records. Abbreviated definitions follow:

#### PLAGIARISM

Using someone else's work in any academic assignment without appropriate acknowledgment (such as paraphrasing another's ideas or copying text, phrases or ideas from a book, journal, electronic source or another person's paper, without acknowledgment – quotation marks, indentation.)

#### CHEATING ON EXAMS

Unauthorized use of external assistance during an examination (such as using crib notes, talking with fellow students, or looking at another person's exam.)

#### UNAUTHORIZED COLLABORATION

Preparing academic assignments with another person without faculty authorization (such as discussing or sharing work on homework or projects.)

#### FALSIFYING ACADEMIC RECORDS

Alteration or misrepresentation of official or unofficial records including academic transcripts, applications for admission, exam papers, registration materials, medical excuses or lab attendance forms

## WHAT ARE THE CONSEQUENCES?

In addition to a grade penalty ranging from "0" on an assignment to an "F" in the course, the student may also face the following sanctions: dismissal from an academic unit, revocation of admission, suspension from the university, revocation of degree and expulsion from the university.

## WHAT CAN YOU DO?

If a student is accused of academic dishonesty, the student has an opportunity to meet with the faculty member to discuss the basis for the allegation. The faculty member may assess an academic penalty for the course and must report the action to the Dean of Students, Student Conduct. The faculty member or Student Conduct may recommend additional sanctions. The student may appeal the grade penalty under UPS 300.030 Academic Appeals Policy.

## APPEALS REGARDING ACADEMIC DISHONESTY

When a faculty member(s) has alleged that a student, individually or as part of a group, has performed an act of academic dishonesty and has penalized the student for the act under UPS 300.021, Academic Dishonesty Policy, the student has a right to contest the allegations and/or the penalty. Because the university presumes that students act honestly, a charge of academic dishonesty will only be upheld if the faculty member provides a preponderance of the evidence to show that the student performed an act of academic dishonesty. Charges of academic dishonesty must be assessed on an individual basis.

## GRADUATE STUDENT CHECKLIST

*This Checklist describes your participation in the administrative process of receiving a Master of Science in Gerontology. Please check with the Graduate Advisor for further details.*

- Action initiated by the student
- ◇ Action initiated by the university

### ADMISSION TO GRADUATE STANDING: CONDITIONALLY CLASSIFIED

- Apply for admission.
- ◇ Receive application acknowledgment from the Admissions Office
- Request two sets of official transcripts of all previous college-level course work attempted be sent to the Admissions Office
- Provide the Gerontology Academic Program Office with three letters of recommendation and a writing sample
- ◇ Recommendation for admission made by Department Graduate Program Advisor to Admissions Office
- ◇ Receive notification of admission from Admissions Office
- Attend a Gerontology Orientation/Advising Schedule.

### GRADUATE STANDING: CLASSIFIED

- Complete any course prerequisites and/or remove deficiencies.
- Apply for classified standing prior to completion of nine units of study plan course work.
- Consult with Gerontology Program Advisor and develop official study plan.
- ◇ Recommendation for classified standing made by Graduate Advisor by sending the signed study plan to the Graduate Studies Office.
- ◇ Notification of classified standing granted is sent from Graduate Studies along with a copy of the approved study plan.
- If not received within a reasonable length of time, contact the Gerontology Graduate Advisor or the Graduate Studies Office.

## COMPLETION OF REQUIREMENTS

- Apply for graduation prior to the beginning of the final semester. Specific deadlines are listed in the current Class Schedule and posted on the Graduate Studies website. The grad check form is available at the Admissions and Records Service Center and the Graduate Studies Office. A graduation processing and diploma fee of \$115 will be paid to the university cashier with the application for graduation.
- Consult the Department Graduate Program Advisor to confirm final requirements for the degree.
- Complete thesis or project.
- Obtain committee approval for thesis or project.
- If applicable, submit thesis to university thesis reader by deadlines listed in the Class Schedule and on the Graduate Studies website.
- ◇ Thesis reader signs “Thesis Approval Form”.
- Take approved copy of thesis with “Thesis Approval Form” to the bookstore (Titan Shops Copy Center) and make arrangements for binding, microfilming and publication of the abstract. The cost is currently \$155 plus \$65 if copyright is desired.
- ◇ Final, approved study plan, with recommendation, sent by the Department Graduate Program Advisor to the Graduate Studies Office.
- ◇ A copy of the Grad Check Review Form is sent to the student showing the advisor’s recommendation.
- ◇ Preliminary audit completed by Graduate Studies Office staff. The student’s study plan is checked for pending grades and completion of any other requirements.
- Deposit approved copy of thesis or project in academic department.
- Complete all general and specific requirements, other than final course examinations, by the last day of classes in order to assure granting of the degree by the end of the semester.
- ◇ Final verification of completion of requirements sent by the Graduate Studies Office staff to the registrar.
- ◇ Notification of award of degree received from registrar approximately ten weeks after the end of the semester.

## COMMENCEMENT

Make appropriate arrangements for cap, gown and hood rental in the campus bookstore.

Commencement information sent by the College Dean's Office.

Information on **commencement** is available at <http://www.fullerton.edu/commencement/>.

### GRADUATION REGALIA

Graduation Regalia (cap, gown, and hood) purchase can be arranged through the CSUF bookstore, Titan Shops. This should be done early during Spring semester to ensure receipt in time for graduation.

### COMMENCEMENT CEREMONIES

Commencement Ceremonies are held once a year, at the end of the Spring Semester. Students who completed their degree the previous summer and fall semesters are invited to participate with the spring graduates. Although some students choose to "walk" (i.e., participate in graduation) before meeting all degree requirements, we encourage students to wait to walk until after they have finished (i.e., defended the thesis, project).



## SEXUAL HARASSMENT

### POLICY STATEMENT

It is the policy of California State University, Fullerton and the California State University to maintain a working and learning environment free from sexual harassment of its students, employees and those who apply for student or employee status. Sexual harassment is illegal under Title VII of the Civil Rights Act of 1964, Title IX of the Higher Education Amendments of 1972, and the California Education Code 89535. Executive Order 345 Prohibition of Sexual Harassment also prohibits sexual harassment within the California State University System. The University will not tolerate sexual harassment and will take action to eliminate such behavior.

### DEFINITION AND CONDITIONS OF SEXUAL HARASSMENT

Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals;
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment;
4. Such conduct has the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment, or adversely affecting any student's access to campus programs, services and benefits.

## POLICY IMPLEMENTATION AND DISSEMINATION

The President is responsible for the implementation of this policy, establishment of procedures for the resolution of complaints, and preparation of periodic status reports.

All supervisors and managers are responsible for the implementation of this policy and maintaining a working and learning environment free from sexual harassment.

This policy and a listing of offices designated to receive complaints shall be widely disseminated to all members of the university community and publicized in official campus publications.

The procedures shall conform to the following general principles:

1. The policy and procedures shall be enforced in a manner consistent with due process protections, including the right of any individual charged with a violation to notice and a hearing.
2. Confidentiality shall be of primary importance insofar as may be consistent with due process.
3. Informal resolution shall be the established practice for minor conflicts and disputes. Major disputes and recurring minor incidents of intentionally discriminatory behavior should be addressed through formal resolution.
4. Records shall be maintained which are adequate for statistical and policy review. Record keeping must not be inconsistent with, and must not take priority over, confidentiality and a preference for informal dispute resolution.
5. Any member of the campus community may use the procedures except as otherwise provided for under an agreement between a collective bargaining unit and the university. Faculty, staff and administrative employees should refer to the appropriate collective bargaining agreement for filing complaints of harassment or Executive Order 419, and should contact any of these offices for assistance: Affirmative Action, Academic Affairs, or Human Resources.
6. Students and employees who knowingly file fraudulent complaints under this policy and implementing procedures are subject to disciplinary action.
7. Students and employees will not be subject to retaliation for filing legitimate complaints.

Effective: June 27, 1994  
Supersedes: ASD 94-72  
No previous UPS

## PROCEDURES FOR FILING A SEXUAL HARASSMENT COMPLAINT

In keeping with the guidelines set forth in UPS 240.100 Sexual Harassment Policy and the California State University's Executive Order 345 Prohibition of Sexual Harassment, the following procedures have been established by California State University, Fullerton to facilitate the resolution of situations or incidents of alleged sexual harassment.

## SEXUAL HARASSMENT ADVISOR OR COUNSELOR CONTACT INFORMATION

Counseling and Psychological Services (Confidential Counseling) (657) 278-3040

Women's Center, Confidential Counseling and Referrals (657) 278-3928

Diversity and Equity Programs (657) 278-2425

## HOW TO FILE A COMPLAINT AND WHAT TO EXPECT

Contact a Sexual Harassment Advisor or the Director of Diversity and Equity Programs to explore your options (informal resolution or formal complaint)

If you decide to file a formal complaint, obtain a copy of the Sexual Harassment Policy and Procedures, and a complaint form from the Office of Diversity and Equity Programs.

Complete the form and prepare a description of the incident(s) which includes a chronology, identifies the persons involved as well as naming witnesses, if any, to the incident(s). Attach the description to the complaint form.

Make an appointment with the Director of Diversity and Equity Programs to submit and discuss the complaint.

Within 5 calendar days of submitting a written complaint, you will be notified whether an investigation will be conducted.

If an investigation is conducted, the person(s) named in the complaint will be notified and provided a copy of the complaint.

When the investigation is completed, you will be notified of the complaint's resolution.

#### CONFIDENTIALITY

While investigations of alleged incidents of sexual harassment are confidential, individuals other than the immediate parties may be contacted during the fact-finding process. Everyone contacted is requested to cooperate fully and to refrain from discussing the case outside the formal process. The complainant may be required to legally affirm the complaint under oath.

## COURSE AND FACULTY EVALUATION

At the end of each semester the student will be asked to evaluate the course and the faculty. Students will be asked to complete standardized forms from the University. Responses will be anonymous. The instructor will not receive the results until after the grades have been submitted for the semester. Constructive evaluation is valuable in modifying course content and instructor teaching methods. Faculty evaluations are utilized in the personnel review process for retention, promotion, and tenure. Students are encouraged to voice any concerns about a course to their instructor prior to the final evaluation.

## LETTERS OF REFERENCE

Faculty members write recommendations for students as a service; please follow these guidelines when asking faculty members for recommendations.

Prior to requesting a recommendation, consider which faculty have personal knowledge of your strengths and can best address the substantive criteria of the application form.

Complete a Recommendation Letter Request Form (see Appendix C). The faculty member may request additional information.

Request a recommendation from professors in a private setting,

Follow application directions carefully. Complete any student portions of your application form.

If the recommendations need to be mailed, provide stamped, addressed envelopes if applicable.

Give the faculty adequate written information to complete the forms, including the due date and class and semester in which you had their course.

Inquire whether the faculty would like to review your resume and a personal statement. Inquire how much time the faculty member needs to complete your recommendation.

## GRADUATE STUDENT FORMS

### FORMS AVAILABLE FROM THE GRADUATE STUDIES OFFICE

*The following forms are available in the Graduate Studies Office, MH-103 or online at:*  
<http://www.fullerton.edu/admissions/Resources/Forms.php>.

Application for Admission  
Changes in Study Plan  
Excess Units Request  
GS 700 Request form  
GS 700 Enrollment Instructions  
Graduate Equity Application  
Leave of Absence Request  
Summer Completion Petition  
Thesis Approval Form  
Thesis Manual  
Time Limit Extension Petition Validation  
for Outdated Course Petition  
Application for Graduate Check for Master's Degree  
(Also available in Admissions and Records)

### FORMS AVAILABLE FROM THE GERONTOLOGY ACADEMIC PROGRAM OFFICE

The following forms are available in the Gerontology Academic Program Office, H-424.

Application for GERO 595 Gerontology Internship  
Application for GERO 597 Project  
Application for GERO 598 Thesis  
Application for GERO 599 Independent Study in Gerontology  
Study Plan Form

### THESIS INFORMATION

Thesis information and templates are available at  
<http://www.fullerton.edu/graduate/currentstudents/thesis.php>

## COURSE DESCRIPTIONS

### GERONTOLOGY CORE (REQUIRED) COURSE DESCRIPTIONS

The following courses are considered core requirements for the CSU Fullerton Master of Science in Gerontology.

#### **Gerontology 500 Applied Gerontology/Professional Development**

**Description:** Prerequisites: Graduate standing and/or admission into a master's program. Introduction to professional practice of Gerontology. Applying biopsychosocial content and theoretical models, research and ethics in practice, career path exploration and networking, and developing leadership skills and resources. One or more sections may be offered in any online format. **Units:** (3)

#### **Gerontology 501 Research Methods in Gerontology**

**Description:** Prerequisites: admission to M.S. in Gerontology. Research processes and problems in gerontology; more detailed study of applied research, including program evaluation in the field of gerontology. **Units:** (3)

#### **Gerontology 503 Aging and Public Policy**

**Description:** Prerequisites: GERO 500, SOCI 443, POSC 309 or POSC 315 or classified graduate student status. Origin, development and overview of public policies affecting older persons, families and service providers. Political administrative, advocacy and private sector involvements in employment, retirement, income security, health care, social services and housing of older persons. May include a service learning component. (GERO 503 and POSC 503 are the same course.) **Units:** (3)

#### **Gerontology 507 Biopsychosocial Aging**

**Description:** Prerequisite: graduate standing and/or admission into a master's program. Biological, psychological and social concepts of aging upon which professional practice in gerontology is based. **Units:** (3)

### **Gerontology 535 Evaluation and Program Planning**

**Description:** Prerequisites: Prerequisite: MPH or GERO graduate student. Comprehensive theories and methods for planning and evaluating health promotion programs. Techniques for collecting and analyzing quantitative and qualitative data. Skills for measuring effectiveness of health promotion programs. One or more sections may be offered in any online format. (HESC 535 and GERO 535 are the same course). **Units:** (3)

### **Gerontology 595 Gerontology Internship**

**Description:** Prerequisites: classified status in the M.S. in Gerontology degree program and consent of instructor and Program Coordinator. Supervised experience in organizations that serve older adults and their families. May be repeated once for credit. **Units:** (3)

### **GERO 597 Project**

**Description:** Prerequisites: classified status in the M.S. in Gerontology Program and consent of instructor and Program Coordinator. Under the direction of a faculty member, a topic that integrates learning in the program with an applied area of student interests will be selected, and a major project on the topic will be developed and submitted. **Units:** (3)

### **GERO 598 Thesis**

**Description:** Prerequisites: classified status in the M.S. in Gerontology degree program and consent of instructor and Program Coordinator. Individual research under supervision, reported in a thesis and defended successfully in an oral examination conducted by a faculty thesis committee. **Units:** (3)



## GERONTOLOGY (ELECTIVES) COURSE DESCRIPTIONS

### **ANTH 435 Anthropology of Death and Mortuary Practices (3)**

Prerequisite: ANTH 102 or completion of G.E. Category C.2. Cultural practices relating to death. Burial practices, beliefs about the afterlife and memorialization of the dead in diverse cultural contexts, both contemporary and ancient. Integrates archaeological, linguistic, cultural and biological data in a holistic approach.

### **BUAD 410 Starting and Managing a Professional Practice/Small Business (3)**

Introduces the fundamentals of starting and managing a professional practice or small business. The class targets non-business majors who have an interest in starting their own professional practice or small business after graduation.

### **CHEM 445 Nutritional Biochemistry (3)**

Prerequisite: CHEM 423A or 421. Nutrition, metabolism and excretion of carbohydrates, proteins, fats, vitamins, major minerals and trace elements from a biochemical perspective. Relevant variations in dietary practices related to life stages and specific illnesses.

### **COUN 502 - Career and Lifestyle Development (3)**

Pre- or corequisite: COUN 500. Survey of career and lifestyle development throughout the lifespan. Major theories and strategies in career counseling. Integrating knowledge of career development with the practice of counseling. (COUN 502 and PSYC 502 are the same course)

### **COUN 518 - Human Development and Functioning (3)**

Pre- or corequisites: COUN 500, COUN 511. Human development from infancy to old age, and its effect on individuals, couples and family relationships. Implications for counseling; role of cultural/ social contexts and social stressors; role of human sexuality in development

### **COUN 522 - Techniques of Brief Treatment and Assessment (3)**

Prerequisites: COUN 511, COUN 518. Advanced study of the latest edition of the Diagnostic and Statistical Manual of Mental Health Disorders (DSM) emphasizing detection and assessment of alcohol and substance, spousal or partner, elder and child abuse, and human sexual dysfunction. Review of brief treatment models.

### **ECON/GERO 506 Economics of Aging (3)**

Same as GERO 506

### **FIN 408 Retirement Planning (3)**

Retirement savings and income planning from the perspective of a Certified Financial Planner practitioner. Required in order to take the CFP Certification Examination. Considerable discussion of federal legislation controlling retirement planning.

**FIN 410 Theory and Practice of Personal Financial Planning (3)**

Developing, implementing and monitoring comprehensive personal financial plans. Risk management, investments, taxation, retirement and estate planning, professional practices. Prerequisite: FIN 320 with a "D" (1.0) or better, not CBE pre-major or undecided/undeclared major; or MCBE graduate standing and not pre-MBA. Corequisite: FIN 321.

**FIN 462 Life and Health Insurance (3)**

Analyze various types of life annuity and health insurance contracts, major employee benefit plans adopted by corporations, and the organization and management of life and health insurance companies.

**GERO 420 Aging and Dementia (3)**

Prerequisites: completion of General Education (G.E.) Category A; satisfies the upper-division writing requirement; PSYC 201 or SOCI 303 or equivalent; or classified graduate standing. Physiological, psychological, social, economic aspects of dementia; its impact on the individual, family and society, with an emphasis on Alzheimer's disease.

**GERO 425 Successful Aging and Gerotechnology (3)**

Prerequisites: Completion of G.E. Category A.; SOCI/GERO 133 or classified graduate standing. Gerotechnology is the study of technology and aging. Impact of computer and internet, devices for sensory impairments, tele-health, smart home, automobile and transportation innovation on older adults, caregivers and society.

**GERO/SOCI 433 Aging and Social Services (3)**

Prerequisites: SOCI/GERO 133 or upper-division standing. Sociological analysis of social problems of aging with special emphasis on strategies of intervention and barriers to service utilization. Critical examination of community service delivery systems. Review career opportunities and qualifications required.

**GERO/HESC 450 Applied Health Promotion in Aging Populations (3)**

Same as HESC 450

**GERO/PSYC 462 Advanced Psychology of Aging (3)**

Prerequisite: PSYC 362 or graduate standing. Same as PSYC 462.

**GERO/ECON 506 Economics of Aging (3)**

Prerequisites: admission into the Gerontology M.S. Program or classified BAE status and GERO 501 or ECON 340. Economic consequences of population aging and the economic status of the aged. Income adequacy in old age: dependency, work income, retirement planning, social security, employer-sponsored pensions and financing health care. Economic security today and tomorrow. International comparisons. Same as ECON 506.

**GERO 508 Social and Ethical Issues in Aging (3)**

Prerequisite: graduate standing in Gerontology, Sociology or Public Health. Social and ethical issues facing an aging society. Ethical terminology, ethical decision-making and social implications of ethical issues related to such topics as nursing homes, caregiving, suicide and intergenerational equality.

**GERO/POSC 526 Administration and Systems Management (3)**

Same as POSC 526.

**GERO 527 Aging: A Multigenerational Perspective: Advanced Social Work Practice (3)**

Prerequisite: MSW 510, MSW 511. A comprehensive overview of social work practice with older adults from a multigenerational perspective. This course examines the biopsychosocial aspects of aging and how to effectively assess the functional needs of clients and their families.

**GERO/MKTG 545 Nonprofit and Societal Marketing (3)**

Same as MKTG 545.

**GERO 599 Independent Study**

Description: Prerequisites: completion of the M.S. in Gerontology core courses or consent of instructor and Program Coordinator. Individualized study with an instructor whose recognized interests are in the area of the planned study. Conferences with the instructor as necessary and the work will culminate in one or more papers. May be repeated once for credit. Units: (1-3)

**HESC 401 Epidemiology (3)**

Prerequisites: HESC 220 and HESC 349. Application of epidemiologic procedures to the understanding of the occurrence and control of infectious and chronic diseases, mental illness, environmental health hazards, accidents and geriatric problems. One or more sections offered online.

**HESC 411 Promoting Health in Multicultural Populations (3)**

Impact of cultural variables on health/illness. Current and potential strategies to improve health care delivery to underrepresented groups. Identifying cultural competence skills that are essential for health educators. One or more sections may be offered in any online format.

**HESC 420 Chronic Disease Epidemiology (3)**

Areas in chronic disease epidemiology, the leading causes of death and disability, and the risk factors related to causes and the prevention of disease. May be repeated once for credit.

**HESC 425 Alternative Healing Therapies (3)**

Framework for understanding the philosophies, principles and use of alternative healing therapies. Includes analyzing research to demonstrate effectiveness and experiential learning.

**HESC 440 Determinants of Health Behavior (3)**

Prerequisite: HESC 220 or KNES 202. Contemporary research on the health effect of human behavior. Introduction to theoretical foundations and practical applications of behavior in the context of health: physical, psychological, cultural and social health. Current issues and theories of health behavior.

**HESC 450 Applied Health Promotion in Aging Populations (3)**

Prerequisite: HESC 220 or graduate standing. Promotion/risk reduction program content, development, implementation and evaluation. Topics include weight control, stress management, substance abuse, physical fitness and accident prevention. One or more sections offered online.

**HURS/PHIL 400 Ethical and Professional Issues in Human Services (3)**

Prerequisite: HUSR 201 or 380. Ethical, legal and professional issues facing the human services worker. Designed to teach a process of ethical decision-making and to increase awareness of the complexities in practice. Offered online only. Same as PHIL 400.

**HUSR 410 Crisis Intervention for Para-Professionals (3)**

Prerequisite: HUSR 201 or equivalent. Theories and techniques of short-term intervention and subsequent referral procedures. Topics include suicide, battering, AIDS, rape, death, dying and human-induced disasters in the community.

**HUSR 412 Gerontology in Human Services (3)**

Prerequisite: HUSR 201 or equivalent. Gerontology and human services practice and policy focusing on historical developments and content of key social, legislative and governmental programs designed for older adults, including the Social Security Act, Older Americans Act and Medicare. Offered online only.

**HUSR 420 Human Services Management (3)**

Prerequisite: advanced standing. Co-requisite, HUSR 201. Issues in administration and management of human services in community agencies. Topics include assessing client needs, designing human service delivery systems, program budgeting, marketing strategies, accountability and improving program management.

**HUSR 480 Case Analysis and Intervention Techniques (3)**

Prerequisites: HUSR 380, 396, 396L. Psychodynamic principles of evaluation, diagnosis and intervention; techniques of counseling appropriate to diverse populations; application of a psychoanalytic perspective to the diagnostic categories of the DSM-IV.

**KNES 432 Applied Exercise Psychology (3)**

Understanding and applying the principles from exercise psychology to the promotion of physical activity in a variety of settings including preventive, clinical, community and rehabilitative programs. Prerequisites: Junior, senior or graduate standing; KNES 383.

**KNES 454 Physical Dimensions of Aging (3)**

Prerequisites: junior, senior or graduate standing; minimum six upper-division kinesiology units completed or six units from gerontology minor. Scientific evidence concerning the relationship between level of physical activity and one's physical, mental and psychological well-being during aging.

**KNES 455 Functional Performance Assessment and Programming for Older Adults (3)** Prerequisites: junior, senior or graduate standing; KNES 349 and 353, 371 or 454. Developing technical and personal skills related to functional performance assessment and to the development and implementation of physical activity programs for healthy and frail older adults.

**MGMT 435 Management of Service Organizations (3)**

Prerequisite: MGMT 339. Presents a highly focused set of concepts required for the successful management of service organizations. Subjects include service concepts, service delivery processes, strategic positioning, service personnel and technologies, global/regulatory issues, work and quality systems, and performance metrics.

**MKTG/GERO 545 Nonprofit and Societal Marketing (3)**

Prerequisite: MKTG 519. Applying marketing techniques to social change and nonprofit organizational contexts. Applying marketing resources and tools to address the challenges inherent in such organizations. Same as GERO 545

**MKTG 596T Contemporary Topics in Marketing, 50+ Consumer Marketing (3)**

Prerequisites: MKTG 519 and classified graduate standing. Framework for customer-focused management; how to increase quality and calculate customer lifetime value and profitability. May be taken for credit with different topics for a maximum of nine units.

**MSW 516 Aging: A Multigenerational Perspective: Advanced Social Work Practice (3)**

Prerequisite: MSW 510, MSW 511. A comprehensive overview of social work practice with older adults from a multigenerational perspective. This course examines the biopsychosocial aspects of aging and how to effectively assess the functional needs of clients and their families.

**PHIL/HUSR 400 Ethical and Professional Issues in Human Services (3)**

Same as HUSR 400.

**PHIL 448 Death, Aging, and Meaning (3)**

Various thinkers regard comprehending one's own death as a means to making sense of one's life. Combines intellectual inquiry and personal exploration into assessing death, aging and living meaningfully.

**POCS/GERO 526 Administration and Systems Management (3)**

Prerequisites: basic statistics and POCS 320, 309 or GERO 501 (pre- or co-requisite).

Management-oriented analysis of organizational behavior. Treatments of decision-making, leadership, communication, group dynamics and ethical aspects of organization. Application of theories of administration and systems management to public and volunteer programs and services for older adults, including residential institutions and community programs. Same as GERO 526.

**PSYC 415 Cognitive Processes (3)**

Prerequisite: PSYC 302, 303 or 305. Advanced treatment of theory and research in such topics as attention, pattern recognition, memory, knowledge representation, language, decision-making, judgment, reasoning and problem solving.

**PSYC 445 The Psychology of Dying, Death and Bereavement (3)**

Psychological overview of aspects of dying, death and bereavement. Attitudes toward death; understanding and caring for terminally ill patients; funeral rituals, burial, mourning and grief counseling; suicide and euthanasia.

**PSYCH/GERO 462 Advanced Psychology of Aging (3)**

Prerequisite: PSYC 362 or graduate standing. Concepts and controversies in the field of gerontological psychology and the societal implications of an aging population. Review and analyze current literature, focusing on the physiological, psychological and social changes that accompany old age. Same as GERO 462.

**PSYC 474 Health Psychology (3)**

Prerequisites: PSYC 101 and completion of nine units of upper-division psychology courses. Role of psychology in prediction, prevention and treatment of medical disorders, including stress and illness, psycho-neuro-immunology, psychological aspects of chronic illnesses, behavioral medicine, physician-patient dynamics.

**PSYC 475 Psychopharmacology (3)**

Prerequisites: PSYC 306 and 341. Basic neurophysiological principles of pharmacokinetics and pharmacodynamics that underlie the effects of drugs on experience and behavior. Recreational drugs and abused drugs that can contribute to psychological disorders. Psychological, medical and social implications of pharmacotherapy.

**SOCI 443 Sociology of Aging (3)**

Prerequisite: SOCI 101. Population age structure; theories of aging; aging in family, economic, political, religious, educational, leisure/esthetic institutions, aging and ethnicity, social policy and the future of aging. One or more sections offered online.

